



Course Syllabus – Last Updated January 21, 2020

# Organizations, Management, and Teams

## Overview

This broad course examines the principles, methods and types behind management, teams, and organizations, with an emphasis on motivation, problem solving, leadership, goal setting, and conflict resolution. This course examines the principles of managing team projects in organizations.

## Learning Outcomes

Upon successful completion of this course, you should be able to understand and explain:

- Organizational fundamentals, such as organizational structures, mission statements and values, control, goals, objectives, and metrics.
- The roles of managers and leaders.
- Broad history of organizational and management theory.
- Team dynamics and performance.
- Project management basics.
- Organizational factors about platforms, the gig economy, etc.
- Principles, theories, and research on motivation, leadership, groups, personality and individual differences, organizational and national culture, communication, teamwork, creativity and innovation, conflict and negotiation, decision making, stress, and selection and hiring.

You should also be able to:

- Design a simple organization.
- Practice (and improve) communication and teamwork skills using the relevant knowledge learned in the class.
- Analyze and plan a simple project using project management principles and tools.
- Apply the theories and principles from management, organizational behavior, industrial psychology, and project management to your own work and to specific real-world cases and examples.

You will also work in teams on several assigned activities in addition to a final project that will have a paper and presentation. ***The goal of this group work is to build specific competencies in collaboration and joint responsibility.*** These projects will require you to be accountable to each other and become a higher performing self-organizing team. While many students enter with some experience with group projects, most have not used these approaches or developed a high-performance approach. Rather than being only an end-of-year necessity, the teamwork in this class is designed to teach you how to be good teammates and to help you achieve a high-quality product you can reference in your job search.

**INST 335**

**Spring 2020**

**Dr. Susannah Paletz**

[paletz@umd.edu](mailto:paletz@umd.edu)

Research Professor

(Pronouns: she/her/hers)

## Class Meets

Mondays & Wednesdays

0100s: 3-3:50 pm

0200s: 1-1:50 pm

SHM 2102

Fridays: see TA syllabi

## Office/Drop-in Hours

Patuxent (PTX) 2114

Wednesdays 10:30-11:30 am

(*except holidays*)

and by appointment

## Teaching Assistants (TAs)

Eunice Cho

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## Prerequisites

1 course with a minimum grade of C- from INST201 or INST301; a minimum of C- in PSYC100

## Course Communication

General announcements will be sent via ELMS. Piazza will have frequently asked questions. Please email your TA (see above) and me at [paletz@umd.edu](mailto:paletz@umd.edu) to discuss absences, accommodations, and other questions.

First class: January 27

Last class: May 11

Finals period: TBD but probably May 15 or May 16

## Required Resources

Course website: [elms.umd.edu](https://elms.umd.edu)

- *Principles of Management* By: Talya Bauer, Berrin Erdogan, & Jeremy Short. Version: 4.0 Published by Flatworld Knowledge: November 2018. ISBN: 978-1-4533-9209-6.
  - <https://students.flatworldknowledge.com/course/2591610>
- Supplemental readings, cases, rubrics, and other exercises will be posted on ELMS.
- Lectures and discussions provide for a common background and round out the course.

## Course Communications



There are at least three types of questions you may have: 1) questions specific to you (i.e., missing a class), 2) general questions about course concepts, the syllabus, rubrics, assignments, professional development generally, and 3) personal questions about accommodation, team arbitration, etc. Your TA is the first person you should contact, via email, for #1, questions specific to you and your team. They will contact me to ensure consistent answers across all the sections. For general questions about course concepts, assignments, rubrics, etc., this semester we will be using **Piazza**. The system is designed to get you help quickly and efficiently from classmates, the TAs, and myself. Rather than emailing general questions to the teaching staff, I encourage you to post your questions on Piazza. Our class page is at: <https://piazza.com/umd/spring2020/inst335/home> and is linked to our course ELMS site. If you have any problems or feedback for the developers, email [team@piazza.com](mailto:team@piazza.com).

Given the number of students in the course, please only contact me (the professor), CC:ing your TA, for issues #3 via email at [paletz@umd.edu](mailto:paletz@umd.edu): accommodation, emergencies, team arbitration, professional development, grading, an extra meeting, and/or other help. For general questions (#2), I will refer you to our Piazza site, so it is worth checking there first. However, please refer to ELMS for assignments, tests, and announcements.

### **Do not send us ELMS mail. Do not rely on the assignment comment box.**

It is essential that we all conduct ourselves as professionals, so please visit [ter.ps/email](https://ter.ps/email) for some friendly guidance on writing emails. As the title says, what you write matters.

A great way to have questions answered is to visit the TAs and me during **office hours**! Regular office hours may have multiple students present. Individual and group office hours are available by request—email me to schedule an appointment. All office hours are safe spaces to discuss anything related to our class, other iSchool & UMD studies, professional development, or anything else. If you are having trouble in the course, please talk to me as soon as possible. If you do lower than you expected on an exam, assignment, or anything else, it is imperative that you come **to office hours** so that we can figure out the problem early. I may not be available just before or after class.

We will send out announcements via ELMS and feedback on assignments via comments on the documents and in the comment form on ELMS. I advise you to set your ELMS account notifications to receive course announcements by email. “I did not see the announcement.” is not a valid excuse.

## Course Utility

Whether you pursue a career in government, take a job in a multinational corporation, join an entrepreneurial startup, or start a new non-profit, your success as an information professional will depend on your ability to recognize and capitalize on opportunities to use information to increase efficiency, improve performance, and support innovation within teams and organizations. While billions of dollars are spent each year on information resources and technology, much of it is wasted. Executives purchase irrelevant or inadequate software because they cannot clearly specify their needs and cannot evaluate vendor’s claims. Systems are underused because they are not well matched with the processes they are designed to support.

The overall objective of this course is to provide you with a foundational understanding of different ways of analyzing organizations and individuals' experience within them, and experience applying these concepts to plan and execute projects. As a professor, my mission for this class is to help set you up to succeed in future projects and workplaces, or at least to be able to accurately identify dysfunction and its causes when you do encounter it.

## Campus Policies

It is our shared responsibility to know and abide by the University of Maryland's policies that relate to all courses, which include topics like:

- Academic integrity
- Student and instructor conduct
- Accessibility and accommodations
- Attendance and excused absences
- Grades and appeals
- Copyright and intellectual property

Please visit [www.ugst.umd.edu/courserelatedpolicies.html](http://www.ugst.umd.edu/courserelatedpolicies.html) for the Office of Undergraduate Studies' full list of campus-wide policies and follow up with me if you have questions. If any issue related to this course is not covered by this syllabus, then please refer to that link.

In particular, please note:

**Academic integrity.** You are responsible for upholding the UMD standards for academic integrity for this course. **I take plagiarism VERY seriously.** You may use sources on the Internet, class materials, academic articles, and other articles to help with your assignments. I prefer that you summarize or paraphrase source materials and cite the correct reference rather than copy and paste content (yes, webpages can be cited). If you copy and paste content from **anything** you did not write yourself, I expect you to put it in quotation marks and clearly cite the source. Long and many direct quotes are poor writing, however, and will be graded as such.

Cheating in **any** form will not be tolerated. It will result in a referral to the Office of Student Conduct irrespective of scope and circumstances, as required by university rules and regulations. Once I have referred your case, the determination and the sanction are out of my hands. It is very important that you are aware of the consequences of cheating, fabrication, facilitation, and plagiarism. For more information on the *Code of Academic Integrity* or the Student Honor Council, please visit <http://www.shc.umd.edu>. For more information about academic integrity, see [tltc.umd.edu/integrity](http://tltc.umd.edu/integrity). **While collaboration is allowed and encouraged, representing another's ideas or work as your own is not.**

Some of your assignments will use Turnitin on our course ELMS page. This tool can help you improve your scholarly writing and help me verify the integrity of student work. For information about Turnitin and how it works, visit [Turnitin Checker for Students](https://umd.service-now.com/itsupport?id=kb_article&sys_id=c0116d8f0f7ef2007f232ca8b1050e63) at [https://umd.service-now.com/itsupport?id=kb\\_article&sys\\_id=c0116d8f0f7ef2007f232ca8b1050e63](https://umd.service-now.com/itsupport?id=kb_article&sys_id=c0116d8f0f7ef2007f232ca8b1050e63).

**Reasonable accommodation.** The University of Maryland is committed to the principle that no qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied the benefits of the services, programs, or activities of the University, or be subjected to discrimination. I strongly agree with this value. For assistance in obtaining an accommodation, contact Accessibility and Disability Service at [301.314.7682](tel:301.314.7682) or [adsfrontdesk@umd.edu](mailto:adsfrontdesk@umd.edu). **After receiving an Accommodations Letter from ADS, as a student you are expected to meet with each course instructor in person,** to provide them with a copy of the Letter and to obtain their signature on the Acknowledgement of Student Request form. We will discuss a plan for how the accommodations will be implemented throughout the semester for the course, and the plan must be documented, signed, and submitted to ADS. See the above "Accessibility and accommodations" for further details.

**Course evaluations.** Course evaluations are a part of the process by which the University of Maryland seeks to improve teaching and learning. All information submitted to the Evaluation System is confidential. Instructors and academic administrators can only view summarized evaluation results after final grades have been submitted and cannot identify which submissions belong to which students. This standardized set of evaluation results provides the University with useful information on teaching and student learning across the campus. Please

fill out the course evaluation at the end of the semester so we can improve the course and our teaching. For additional information see **Student Fast Facts** at: [https://www.irpa.umd.edu/Assessment/CourseEval/stdt\\_faq.shtml](https://www.irpa.umd.edu/Assessment/CourseEval/stdt_faq.shtml). I will also be doing informal, confidential course evaluations to improve the course at other points in the semester.

## Activities, Learning Assessments, & Expectations for Students

This class involves learning about, but also practicing, teamwork. You will be assembled into a team based on your preferences, availability, and answers to a survey. You will be assessed through a combination of quizzes, in-class exercises, tests, presentations, papers, peer review, and 'mid-scale' group assignments (see Grade Components). Most assignments will have a rubric detailing what is expected and the overall number of points assigned to each aspect. Pay attention to the rubric and ask questions on Piazza if anything is unclear. In addition, you are expected to attend class having already done the readings so as to gain a deeper understanding of the material. The Monday/Wednesday classes will be primarily lecture with brief quizzes or response papers (or in some cases, tests), with your Friday discussion section involving in-class activities, discussion, group presentations, and/or group work.

## Assignment Format, Due Dates, and Extensions

Assignments, tests, and most quizzes must be completed using ELMS. If you have difficulty using ELMS see the tutorial at <https://myelms.umd.edu/courses/1157772>

Assignments must be turned in on time. Quizzes and exams not completed on time (e.g., in class for in-person activities) will not continue to be available and may not be completed after the due date. Other assignments turned in late without prior approval will be docked the equivalent of one letter grade for each day late (e.g. a B instead of an A if it is turned in anytime from 12:01 am to 24 hours after the midnight deadline). If you are unable to turn the assignment in on time, contact your TA **prior** to the due date to arrange an alternative deadline to ensure full credit. **Please see your TA/me privately or email us if you have an emergency.** Difficulty with technology that makes you late (e.g., turning Word into PDFs, uploading to ELMS) will still result in losing points, so I advise you to turn your assignments in early, or not immediately before the deadline. Time constraints known in advance can also be solved by early submissions. For some assignments, we will give an early deadline if you want advance feedback.

## Our Class Contract

As members of a learning community, we need to have a mutual understanding of what is expected from each of us, and what we have the right to expect from others.

### I, as the instructor, agree to...

- ✓ Create and maintain a classroom environment that fosters student engagement and active learning.
- ✓ Establish clear standards, assess your learning & skills in a fair and honest way, and give you helpful feedback.
- ✓ Respond to your questions in a timely manner (although last-minute questions may not get answered in time).
- ✓ Help every willing student to learn.

### You, as a student, agree to...

- ✓ Take personal responsibility for your learning.
  - ✓ Actively engage the material and our class meetings.
  - ✓ Actively monitor email and ELMS announcements.
  - ✓ Ask questions.
  - ✓ Follow the UMD community standards of behavior at all times in the classroom.
- <http://www.president.umd.edu/policies/docs/V-100B.pdf>

### We, as members of this learning community, agree to...

- ✓ Abide by the course and campus policies.
- ✓ Be respectful and encouraging.
- ✓ Give each other our undivided attention.
- ✓ Be professionals. That means arriving and leaving on time, being prepared, and preventing foreseeable problems.

## Computers, Tablets, and Cell Phones

While researchers have found that laptops and tablets are irresistible distractions and detract from the cooperative learning environment, I understand that they can be useful for ADS accommodations, taking notes, and in-class activities. The class tests will take place on ELMS with a lock-down browser, so bringing a laptop on those days is necessary. That noted, please close all applications on your laptop/tablet except those necessary: no social media, games, etc. I reserve the right to limit computer and tablet use in the class if it becomes too much of a problem.

I expect you to make the responsible and respectful decision to refrain from using your cellphone in class. If you have critical (non-INST335) communication to attend to, please excuse yourself and return when you are ready.

## Course-Specific Policies

This course has some specific policies, including that this syllabus is a guide and is subject to change with notice.

### Attendance Policy, Class and Campus Cancellations

**Students who miss classes may lose the opportunity to earn valuable points.** There are legitimate reasons to be absent (see <https://faculty.umd.edu/teach/#attend> for the UMD policy, but also the Help! section below). You **must email your TA in advance of the class** and provide documentation. If you are sick, you can use a self-signed note **once** during the semester (see [https://health.umd.edu/sites/default/files/inline-files/Medical\\_attestation\\_5-2016.pdf](https://health.umd.edu/sites/default/files/inline-files/Medical_attestation_5-2016.pdf)); otherwise, you need a doctor's/UMD health center note documenting that you were ill. **Please do not come to class sick.** For all legitimate absences, including religious observances and military obligations, we will give you an alternate assignment or some other equivalent makeup assignment, quiz, or exam. For extended absences or missing group presentations, please contact both your TA and me for accommodations. For unexcused absences, you will receive a 0 for whatever occurred that day, be it a presentation, exam, or in-class activity.

If I am unable to teach class on campus on a given day, you will be notified in advance. In some cases, we will have an alternate activity, such as a video and discussion or a guest speaker, or I may use WebEx. If there is a guest instructor, you will be expected to attend class as usual unless you arrange an alternative with me in advance.

Weather and other events may require campus to close and cancel class. Campus closures will be posted on the UMD homepage ([www.umd.edu](http://www.umd.edu)) and many of its social media channels. You may also call the weather emergency phone line: 301-405-7669. See <https://umd.edu/weather> for more information. For this class, snow days may become a virtual class, or it may be canceled, and the course topics reordered, with the time coming from a later class. **Please check for ELMS announcements.**

### Group Work

You are expected to work well in teams and apply what you are learning in the class to your own teamwork. This means being responsive to the needs of your teammates and working both together and independently to produce high-quality work. For each group deliverable (the two medium-scale assignments, final presentation, and final paper), you will be required to report, as a team, the weighting of contributions from each team member. ***This weighting will affect each individual's grade.*** If your team cannot agree on the weighting, it will go to binding arbitration with your TA and me as the arbiters. Disagreeing individuals must each submit their own evaluation/weights with evidence (e.g., track changes on a document, email logs). If a team member is doing no work at all on a group assignment, the rest of the team may choose to leave that teammate's name off the assignment and note that they made no contribution; that student will get a 0 for that assignment.

In certain cases, an individual may request or be asked to leave their team; that person will need to complete the group assignments independently, although they may pick a different topic. Plagiarism rules still apply. If you can, it is better to figure out how to work responsibly and amicably and stay in your team. The TAs and I are available to help facilitate groups and settle group disagreements if you need us.

## Get Some Help!

Taking personal responsibility for your own learning means acknowledging when your performance does not match your goals and doing something about it. I hope you will come talk to me so that we can help you find the right approach to success in this course, and I encourage you to visit [tutoring.umd.edu](http://tutoring.umd.edu) to learn more about the wide range of campus resources available to you. In particular, everyone can use some help sharpen their communication skills (and improving their grade) by visiting [ter.ps/writing](http://ter.ps/writing) and schedule an appointment with the campus Writing Center.



You should also know there are a wide range of resources to support you with whatever you might need (see [go.umd.edu/assistance](http://go.umd.edu/assistance)), and if you just need someone to talk to, visit [counseling.umd.edu](http://counseling.umd.edu) (301-314-7651) or one of the many other resources on campus (see <https://tltc.umd.edu/supporting-whole-student>). If you experienced stalking or any kind of sexual misconduct, you can contact Care to Stop Violence ([care@health.umd.edu](mailto:care@health.umd.edu) / 24-hour support line, 301-741-3442). Note that I and all faculty are Responsible University Employees and so are required to report all disclosures of sexual misconduct to the Title IX coordinator.

If you have difficulty affording groceries or accessing sufficient food to eat every day, or lack a safe and stable place to live and believe this may affect your performance in this course, please visit [go.umd.edu/basic-needs](http://go.umd.edu/basic-needs) for information about resources the campus offers you; let me know if I can help in any way.

Most services are free because you have already paid for it, and *everyone needs help*... all you have to do is ask.

## Grade Components, Grades, and Specific Assessments

Grades are not given, but earned. Your grade is determined by your performance on the learning assessments in the course and is assigned individually (not curved). If earning a particular grade is important to you, please speak with me and the TAs so that we can offer helpful suggestions for achieving your goal. **All work must be original.**

All assessment scores will be posted on the course ELMS page. Fair, accurate, and consistent grading is very important to me. If you receive a grade different than what you believe you should have received, then within one week of receiving the assigned grade, you must either meet during your TA's or my office hours and/or submit a written document in which you include the an explanation of what you believe was improperly graded and an explanation for why you think it should be given a different score (and a copy of the graded work if you can attach it). I am happy to discuss any of your grades with you, and if I or the TAs have made a mistake, we will correct it. That noted, for any re-grade requests, the entire assignment will be regraded, and **your score may go up or down.**

The following grade components will be used in this class.

| Evaluation                    | Individual | Group     |
|-------------------------------|------------|-----------|
| Tests                         | 25         |           |
| Participation during Lecture  | 10         |           |
| Discussion Section Activities | 22         |           |
| Peer Review                   | 3          |           |
| Medium-Scale Team Assignments |            | 10        |
| Final Project Presentation    |            | 10        |
| Final Project Team Paper      |            | 20        |
| <b>Total Points/Percent</b>   | <b>60</b>  | <b>40</b> |

### Tests

There will be two tests during the semester. Each test will be closed-book, aiming to assess the extent to which you understand and can apply the basic concepts and terminology from the course, including distinctions between related concepts. The assessments consist of a mixture of multiple-choice questions and open response questions

(e.g., essay, fill-in-the-blank) based on the textbook, cases, lectures, and class activities/discussions. The two tests will count toward 25% of the course grade: 10% and 15% for the first and second, respectively. If you miss a test

because of an excused absence (illness or religious holiday), you are responsible for promptly notifying your TA to arrange a makeup exam. It is your responsibility to communicate and arrange the makeup; failure to do so can result in a partial credit (ex: 50%) makeup or no makeup opportunity at all.

### Participation during Lectures

Attending lecture and actively engaging in it is useful to student learning. You are expected to have done the reading before the relevant lecture. The lectures will include additional material not in the reading. Lecture class participation counts as 10 points/10% of the course grade. There will be more than 10 opportunities to earn points, but the extra opportunities will not result in extra credit; instead, the lowest grade(s) will be dropped. Pop quizzes, activities, and reflection exercises all count in this category. See the attendance policy if you need to miss class.

### Discussion Section Activities

Engaging fully in the discussion sections will help you learn the material and apply it, as well as improve your skills to work in teams. You are expected to contribute actively in discussion section to the benefit of all, including by having done the reading and attended lecture. If you have prior relevant background, please feel free to share your knowledge as may be appropriate. You will earn 2 points each for 11 discussion sections for 22 points/22% of your final grade. There will be 12 opportunities to earn up to two points each, with the lowest one dropped. These activities will include planning and group work, discussion, activities applying what is learned, and practice using relevant tools. Some of the activities include a leadership consulting exercise, identifying/creating metrics for a Balanced Scorecard, and using a Gantt chart. Please see the attendance policy if you need to miss a class. Although most of these activities are group-based, they are scored individually.

### Peer Review

You will have an individual assignment where you will give a peer review for another team's project proposal. This assignment is worth 3 points (3% of your grade).

### Medium-Scale Team Assignments

The course will feature two medium-sized team assignments so you can practice having deliverables as a team before your final presentation and paper. These two assignments are worth **five points each** and teams will be graded according to rubrics (total 10% of your grade). These projects are designed to have teams exercise and learn good internal processes as well as good writing and presentation practices. Students who fail to participate with their teams usually do not earn any points; your team is required to come up with a weighting assessment for contribution for each assignment that will impact everyone's grades (see Group Work section). Teams that do not work well together and those that procrastinate typically do poorly. For Spring 2020, this category includes a proposal for the final project and an organizational design presentation. After receiving peer and instructor comments, you can (optionally) revise your proposal by a deadline to earn a higher grade.

### Final Project: Paper and Presentation

This class will feature a final project that includes both a presentation (10) and a paper (20) that is worth a total of 30% of your grade. This project is done in teams and involves you learning about (researching) and explaining the implications of a technology that has or might change the way that people work in organizations and/or teams. It will be important for teams to address the project in a way that connects to the lessons learned in this class. As with other assignments, you are expected to use good research, writing, presentation, and citation practices. In addition, your team must deliver, for each assignment, a weighting assessment of each individual's contribution that will impact everyone's grades (see Group Work, above). Your team has the option of submitting these assignments early (by a specific deadline) for feedback by the instructors before you submit for your final versions.

## Grade Distributions

In this class, an "A" denotes full achievement of the goals of the class; a "B" denotes good progress towards the learning objectives; and a "C" indicates that you were able to comprehend the concepts involved but were unable to effectively apply that knowledge.

|    |          |    |          |   |               |
|----|----------|----|----------|---|---------------|
| A+ | 98-100   | C+ | 77-79.99 | F | Lower than 60 |
| A  | 93-97.99 | C  | 73-76.99 |   |               |
| A- | 90-92.99 | C- | 70-72.99 |   |               |
| B+ | 87-89.99 | D+ | 67-69.99 |   |               |
| B  | 83-86.99 | D  | 63-66.99 |   |               |
| B- | 80-82.99 | D- | 60-62.99 |   |               |

Since the grading is based on a percentage-based system, an F is not the same thing as a zero. Failing work still earns some points. You are always better off turning something in and getting feedback on what you were able to complete. The percentage-based system also means that you can keep track of your progress and always know what your current grade is in the course in ELMS. You are encouraged to monitor your own performance. However, note that the **percentages in ELMS may not always be accurate**. You should divide your total points earned by the total number available to know your actual percentage standing.

Note that some assignments in the participation category, including some quizzes, may temporarily have no score entered if you were not in attendance on that day. This distinguishes the score from a zero and influences some allocation of participation points.

Final letter grades are assigned based on the percentage of total assessment points earned. Do not ask me at the end of the term to consider you for a higher grade based on your hard work and effort or any extraneous factors. It would be unethical to make exceptions for some and not others. To be fair to everyone, I have to establish clear standards and apply them consistently, so please understand that being close to a cutoff is not the same as making the cut (89.99  $\neq$  90.00). Your best option is to plan and work steadily during the semester. You can also meet with me and/or your TAs any time during the semester (not after) if you are struggling to get the grade you want.

## Course Schedule and Main Readings

This is the initial schedule for the class. It will be refined in the first weeks of the class as we get to know each other.

| Date | Topic/Assignment  | Reading             |
|------|---|---------------------|
| 1/27 | Course overview and a case study                        | None                |
| 1/29 | Introduction to Management                              | Bauer et al. Chp 1  |
| 1/31 | <b>Section: Introductions, Syllabus Quiz, Questions</b> |                     |
| 2/3  | History and Ethics                                      | Bauer et al. Chp 2  |
| 2/5  | Organizational Structure and Change                     | Bauer et al. Chp 7  |
| 2/7  | <b>Section: Organizational Structure and Change</b>     |                     |
| 2/10 | Managing Groups and Teams                               | Bauer et al. Chp 12 |
| 2/12 | Managing Teams #2; Developing Mission, Vision, & Values | Bauer et al. Chp 4  |
| 2/14 | <b>Section: Forming Teams and Group Contract</b>        |                     |
| 2/17 | Platforms   | Gallaughier Chp 8   |

| Date      | Topic/Assignment  | Reading   |
|-----------|---|---|
| 2/19      | <b>Test 1 (10 points)</b>   |   |
| 2/21      | <b>Section: Group Project Topic Choices and Plan</b>  |   |
| 2/24      | Project Management (1)  | PM: Chapter 2 Introduction to Project Management<br><a href="https://opentextbc.ca/projectmanagement/">https://opentextbc.ca/projectmanagement/</a>   |
| 2/26      | Project Management (2)  | PM: Chapter 3 The Project Life Cycle (Phases) and PM: Chapter 4 Project Management Framework<br><a href="https://opentextbc.ca/projectmanagement/">https://opentextbc.ca/projectmanagement/</a> |
| 2/28      | <b>Section: Project Management Tool Exercise</b>  |   |
| 3/2       | <b>Group Proposal due 11:59pm Sunday 3/1</b><br>Goals and Objectives  | Bauer et al. Chp 6  |
| 3/4       | Control   | Bauer et al. Chp 14   |
| 3/6       | <b>Section: Metrics / Balanced Scorecard Exercise</b>   |   |
| 3/9       | Personality, Attitudes, and Work Behaviors  | Bauer et al. Chp 3  |
| 3/11      | Communication<br><b>Peer review of proposals due 11:59pm W 3/11</b>   | Bauer et al. Chp 11   |
| 3/13      | <b>Section: possibly virtual; or, task is to attend the iSchool job fair and obtain 2 business cards</b>      |   |
| 3/16-3/20 | <b>SPRING BREAK</b>   |   |
| 3/23      | Motivation  | Bauer et al. Chp 13   |
| 3/25      | Conflict and Negotiation  | Robbins & Judge Chp 14  |
| 3/27      | <b>Proposal revision (optional) due 11:59pm Th 3/26</b><br><b>Section: Designing for Motivation Exercise</b>  |   |
| 3/30      | Catch up, review and synthesis  |   |
| 4/1       | <b>Test 2 (15 points)</b>   |   |
| 4/3       | <b>Section: Teambuilding Exercise TBD</b>   |   |
| 4/6       | Leadership  | Bauer et al. Chp 9  |
| 4/8       | Decision Making<br><b>Organizational Design Presentation slides early submission (optional) 11:59pm W 4/8</b> | Bauer et al. Chp 10   |
| 4/10      | <b>Section: Leadership Consulting Activity</b>  |   |
| 4/13      | <b>NO CLASS: Group work on presentation; possibly snow makeup day</b>   |   |
| 4/15      | Organizational and National Culture   | Bauer et al. Chp 8  |
| 4/17      | <b>SLIDES due 11:59 pm Th 4/16</b><br><b>Organizational Design Presentation in section</b>                    |   |
| 4/20      | Innovation, Creativity, and Diffusion of Innovation   | readings on ELMS  |
| 4/22      | Gig Economy and Critiques   | Gallaughier Chp 10  |
| 4/24      | <b>Section: Group Creativity</b>  |   |
| 4/27      | Selection and Human Resources (1)   | readings on ELMS  |

| Date                                  | Topic/Assignment  | Reading             |
|---------------------------------------|---|---------------------|
| 4/29                                  | Selection and Human Resources (2)<br><b>Final Presentation slides early submission (optional)</b><br><b>11:59pm W 4/29</b>                        |                     |
| 5/1                                   | <b>Section: Selection, Resume, Interview Exercise</b>   |                     |
| 5/4                                   | Stress and Burnout  | Cooper et al. Chp 7 |
| 5/6                                   | <b>NO CLASS: Groups should work together on refining presentations and papers</b><br><b>Final paper early submission (optional) 11:59pm W 5/6</b> |                     |
| 5/8                                   | <b>SLIDES due 11:59 pm Th 5/7</b><br><b>FINAL PRESENTATIONS in section</b>  |                     |
| 5/11                                  | Class conclusion  |                     |
| Finals Day<br>(5/15, 5/16,<br>or TBD) | <b>FINAL PAPER DUE</b>  |                     |

**Note:** This is a tentative schedule, and subject to change as necessary – monitor the course ELMS page for current deadlines. In the unlikely event of a prolonged university closing, or an extended absence from the university, adjustments to the course schedule, deadlines, and assignments will be made based on the duration of the closing and the specific dates missed.

### Other Readings

In addition to the textbook chapters listed above, here are additional readings. All readings that supplement the Bauer et al. textbook will be available on ELMS.

**Project Management:** <https://opentextbc.ca/projectmanagement/>

**Agile in Project Management:** [https://media.defense.gov/2018/Oct/09/2002049591/-1/-1/0/DIB\\_DETECTING\\_AGILE\\_BS\\_2018.10.05.PDF](https://media.defense.gov/2018/Oct/09/2002049591/-1/-1/0/DIB_DETECTING_AGILE_BS_2018.10.05.PDF)

**Selection, Hiring; Innovation and Creativity:** To be determined on ELMS